

EXHIBIT B
Adopted Policy

Instruction

BP 6162.5 (a)

STUDENT ASSESSMENT

The Governing Board believes that the primary goal of student assessments should be to help students, parents/guardians and teachers identify individual students' academic accomplishments, progress and areas needing improvement in order to enhance teaching and learning. Assessment is part of the teacher's job of delivering curriculum and measuring mastery in accordance with state curriculum standards.

Assessment is a learning experience for students and teachers and should be used to improve the quality of instruction. Assessment varies in rigor and/or weight and is found in many different formats.

The Superintendent or designee shall ensure that assessments are conducted for purposes of determining students' progress in the course of study, eligibility for and appropriate placement in district programs, need for supplemental instruction and eligibility for graduation.

- (cf. 5123 - Promotion/Acceleration/Retention)
- (cf. 6146.1 - High School Graduation Requirements)
- (cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
- (cf. 6146.5 - Elementary/Middle School Graduation Requirements)
- (cf. 6164.4 - Identification of Individuals for Special Education)
- (cf. 6164.6 - Identification and Education under Section 504)
- (cf. 6171 - Title I Programs)
- (cf. 6172 - Gifted and Talented Student Program)
- (cf. 6174 - Education for English Language Learners)
- (cf. 6175 - Migrant Education Program)
- (cf. 6177 - Summer School)

The Board desires to use a variety of evaluation measures to reach the above-stated goal. Multiple measures are the most effective way to assess student strengths. Various forms of assessment are used to address different learning styles and content areas, e.g. semester exams, tests, quizzes, oral presentations, listening, participation, projects, portfolios, demonstrations, cooperative work, labs, research papers, essays, write ups of observations, and any other assessment considered to be material in the semester grading process as decided by the teacher and, if necessary, the principal of the school. To have validity, assessments must correspond to the material that is being taught and reliably measure the extent to which students meet specified standards of achievement.

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At the beginning of each school year, teachers shall distribute to students and parents course assessment guidelines, including make-up procedures and grading scales. Teachers shall also distribute to students and parents sample test questions and rubrics that are representative of the tests students will take and the rubrics that will be used to score tests. Whenever possible, as determined by teachers, and in keeping with the board's desire to encourage the return of appropriate graded assessments, individual graded assessments will be distributed to students and through them to parents in a timely manner for review. Teachers who elect not to return particular tests shall secure approval of their principal.

Tests and other assessments shall be graded by teachers and reviewed by students and teachers in a timely manner. Teachers shall be reasonably available to address assessments with parents. Teachers shall grade and review assessments prior to administering the next similar assessment in an instructional sequence and notify parents on a timely basis of issues or concerns identified through assessments. Types and quantity of assessments shall be reviewed periodically by teachers at each grade level or subject to ensure consistent coverage and measurement of course curriculum.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)*
- (cf. 5121 - Grades/Evaluation of Student Achievement)*
- (cf. 6011 - Academic Standards)*
- (cf. 6142.7 - Physical Education)*
- (cf. 6162.51 - Standardized Testing and Reporting Program)*
- (cf. 6162.52 - High School Exit Examination)*
- (cf. 6162.53 - Golden State Examination)*
- (cf. 6162.54 - Test Integrity/Test Preparation)*

The effectiveness of the schools, teachers and district shall be evaluated in part on the basis of these student assessments.

- (cf. 0500 - Accountability)*
- (cf. 0520 - Intervention for Underperforming Schools)*
- (cf. 0530 - Awards for School Performance)*

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(cf. 4115 - Evaluation/Supervision)
(cf. 6190 - Evaluation of the Instructional Program)

When districtwide and school-level results of student assessments are published, the Superintendent or designee may provide supplementary information to assist parents/guardians and the local community in interpreting test results and evaluating school performance.

(cf. 0510 - School Accountability Report Card)

Individual Record of Accomplishment

The Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following: *(Education Code 60607)*

1. The results of the achievement test administered under the Standardized Testing and Reporting program pursuant to Education Code 60640-60647
2. The results of any formal standardized end-of-course examinations taken
3. The results of any vocational education certification examinations taken

Legal Reference:

- EDUCATION CODE
 51041 Evaluation of educational program
 51450-51455 Golden State Seal Merit Diploma
 60600-60652 Assessment of academic achievement
 60800 Physical fitness testing
 60810 Assessment of language development
 60850-60856 Exit examination
- CODE OF REGULATIONS, TITLE 5
 850-870 Standardized Testing and Reporting program
 880-901 Designated primary language test
 1200-1216 High School Exit Examination, as proposed 11/21/00

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BP 6162.5 (d)

STUDENT ASSESSMENT

Management Resources:

CDE PROGRAM ADVISORIES

Students with Disabilities: Guidelines for Testing the California Standardized Testing and Reporting Program

0327.86 Reporting norm-referenced standardized achievement test scores to parents

CSBA ADVISORIES

0306.01 California Assessment Update

0313.00 Districts must ensure that all required student data is submitted to the publisher, or face financial penalty #00-01

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2000

WEB SITES

CDE: <http://www.cde.ca.gov>

CSBA: <http://www.csba.org>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/offices/OCR>

Policy
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LA CAÑADA UNIFIED SCHOOL DISTRICT
La Canada Flintridge, California